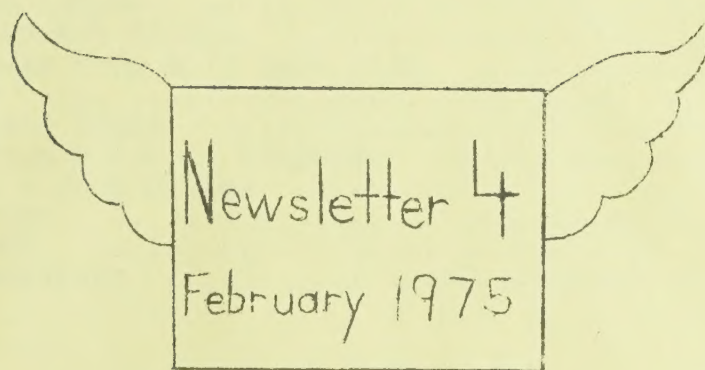
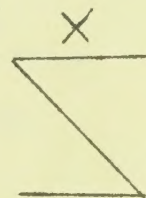
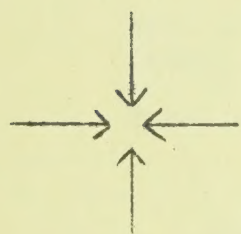


Symbol Co-ordination Committee





SYMBOL CO-ORDINATION COMMITTEE

Chairman	Barbara Kates	Psychologist, Toronto
Treasurer	Ann Kennedy	Volunteer, Toronto
Secretary	Linda Schwindt	O.T., Kitchener
Editor	Barbara Rush	Teacher, Hamilton
Asst. Editor	Lois Valentic	Parent, Hamilton
Workshop		
Convenor	Penny Parnes	Speech Pathologist, Oshawa
Consultant	Oliver Mott	Linguist, Toronto

The purpose of this newsletter is to publish articles and news items concerning the Bliss Symbol System which utilizes visual symbols as a substitute to verbal communication for physically-handicapped children without speech.

SUBSCRIPTIONS are to be re-newed in May. New subscribers should apply to the following address. They will receive a free "bonus" issue in May, #5, which will contain subscription forms for their use.

Mrs. Ann Kennedy, Treasurer
Symbol Co-ordination Committee
c/o 95 Courtleigh Boulevard
Toronto, Ontario, M4R 1K7

ARTICLES for the newsletter should be sent direct to:

Mrs. Barbara Rush, Editor
Symbol Co-ordination Committee
c/o 64 Magnolia Drive
Hamilton, Ontario, L9C 5T2

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EDITORIAL

Well here we are with Newsletter #4 which was scheduled to be the last issue in our first subscription series. However, I am happy to report that due to certain supplies being donated to us in the past, we find that we have sufficient funds available to produce a "bonus" issue. Newsletter #5 will appear in May and will contain subscription renewal forms for those who wish to receive our new series commencing in the Fall.

... ..

Your Committee was very pleased with the excellent response to our Workshop held in Hamilton last October. We are now in the preliminary stages of planning another Workshop for this Fall and tentative arrangements are:

Location: Kitchener, Ontario
Date: Friday, October 3rd, 1975

Complete and final details will be included in the May Newsletter. It may be wise to circle the date now and consider applying to your administrative bodies for permission to attend.

... ..

This Fall will see the completion of the first two-year term for members of the Symbol Co-ordination Committee. Approximately three members will be retiring and it is hoped that new officials will be elected this October at the workshop. Opportunities will be given to those who cannot attend the workshop but wish to submit their names. Please give consideration to the possibility of standing for office. Responsibilities, criteria for acceptance, etc., will be outlined in the next newsletter.

... ..

Over the past two years, as many of you know, the National Film Board of Canada has worked with Film Australia to produce a film about Mr. Bliss' life. One important part (to us) deals with the discovery of his symbols by the Toronto Centre and their use of them with the children. This film is to be shown on the Canadian Broadcasting Corporation network in May. Anyone interested should watch their local paper for time and station. After the showing on television, the film will be distributed by the National Film Board. To obtain this film, contact:

Mr. George Lynes
National Film Board
550 Sherbrooke Street West
Montreal 111, Quebec.

... ..

A Spring workshop will be held at the Ontario Crippled Children's Centre in Toronto on April 9th, 10th and 11th, for beginners wishing information on symbol usage and instruction. This is open to any professional or parent interested in symbols. The fee for the three day session is \$50.00. For application forms, write:

Mrs. Ann Kennedy, Information Officer
Symbol Communication Research Project
Ontario Crippled Children's Centre,
350 Rumsey Road, Toronto, Ont., M4G 1R8

Some of you may not know that Shirley McNaughton was hospitalized for a few weeks with phlebitis. She is now back at work at a supposedly reduced rate (I find that hard to believe !) and is currently working on a book which will be published shortly. It contains the story, with illustrations, of the children in the very first symbol class. We'll let you know when it is available for purchase.

... ..

You will find in this issue, two articles written by Barbara Aronchick, a research assistant with the Ministry of Education two-year study. Barbara has kindly offered to write a literary column as a regular contribution to our newsletter. As part of her degree studies, she is collecting and scanning literature for communication related material which, she feels, is often relevant and informative to our wide range of readers. Topics could deal with cognition, language delay, alternative systems being used with nonoral children, etc. Her contributions will range from simply a "new" find, to a book review, a compilation of several studies, a reaction by a reader to material placed in the column, etc. In a sense, it would be an idea exchange from a literature orientation. This regular feature will commence with our May issue. At this time, Barbara has suggested a book review from "Newsweek" which is reproduced herein.

... ..

We now have over 160 subscribers and yet response to our requests for submission of articles is very poor. We do not want to rely on the same group of "old faithfuls" all the time. It is not fair to them and we will never get to learn of the happenings in your part of the world. New subscribers may not be aware that this is a newsletter solely dependent upon articles from our subscribers. The only way we can function is for you to submit articles - not necessarily lengthy, just a paragraph or an interesting story or anecdote will do. My thanks go to Carla Anderson and Anne Warrick who so kindly answered my letters and sent in articles.

The next issue, your "bonus", will be published at the end of May. Deadline date for material will be May 1st. However, please write whenever you feel like it. If your article misses the May issue, it will be included in the next.

Barbara Rush
EDITOR



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A MATTER OF MOTIVATION

(For instructors who have one child on Bliss.
Also for you!)

How do I motivate the child? What symbol will I introduce next?
How will I find time to teach Bliss with all else?

All very familiar questions I'm sure for those of us faced with a single non-verbal child in a group of six or more children. I asked the same questions and for a while felt the utter frustration that accompanies them.

However, I had an idea. Although the idea has been in operation for only a short time, I am excited enough about it to want to share it with you. The idea? Why not teach Bliss to all the children in the class? A waste of their precious time you say. Not at all! When teaching the concept of big and little, why not teach $I + I$

It sure helps make great follow-up work sheets (see example). And wouldn't you do categorization - things that belong to 

and those that belong to . Things that are  and those that are .

In my class I put this idea to work. My non verbal child was now part of his peer group. He learned the concepts along with the other children and they were learning his symbols. The verbal children loved it. They could "read" I , , , etc.

The auditory input from verbal children to the non-verbal child was far better than anything I could do. I was motivated and the children were learning!

Suddenly a pattern for introducing new symbols was emerging. In our regular lessons we were doing body image. Hurrah! Symbols for body parts - , , ,  etc. Then what more natural

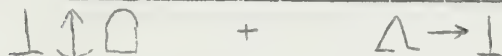
than the accompanying verb and then clothing for head, body, hands, feet etc.

Time was no longer a factor. I was now thinking in terms of complete lessons with accompanying teaching aides and follow up sheets; incorporating regular needed concepts with Bliss. Games are the order for the end of each lesson. Bliss Bingo being a favorite. (There are always prizes for winners -dry cereal has all kinds of whistles, boats, etc.)

In order to keep all staff and volunteers up to date, we have an ongoing bulletin board for Bliss Symbols which are illustrated with pictures and changed as new symbols are introduced. The old symbols and pictures are removed and are made into a large scrap book for reference.

A MATTER OF MOTIVATION CON'T.

When

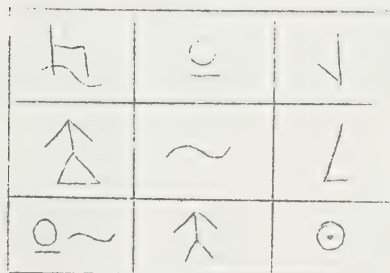


were introduced all teachers and therapists were given a name tag which had the appropriate symbol and asked to wear it for awhile. Everyone is learning and what's more important - it's fun!

It is too soon to evaluate this programme, but the added enthusiasm and involvement of the non-verbal children (oh yes, I've added two more) are enough to motivate me to really get a grip on this "Bliss". (Sure, I'm learning too, remember!)

Sure hope the ideas for follow-up and games will be helpful for you.

BLISS BINGO



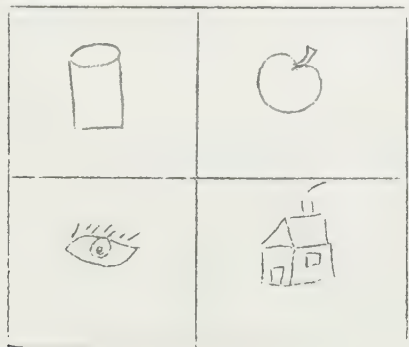
Teacher has symbols on flash cards (playing card size)

(1) at first, just have them look at your symbol and see if they can match it to a symbol on their board.

(2) Later, say the word only and have them find the symbol.

N.B. For children with poor hand control, make their Bingo card large. Have a smaller blank card on which you place the "marked" in the corresponding square when he locates the symbol.

PICTURE SPIN



These cards contain pictures, I.E.



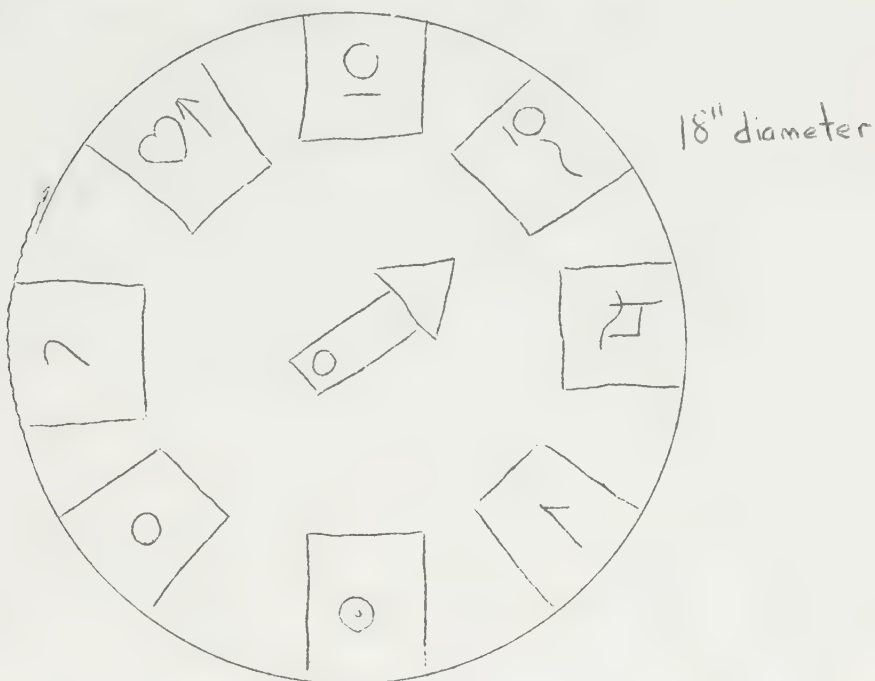
food



drink



eye, etc



18" diameter

Round card has a spinner in the middle which when spun will fall on one of eight symbols. The object is for the child to match the symbol with the picture on his board and cover the picture with a marker. The child covering all pictures is the winner.

WORKSHEETS

Child circles correct answer.

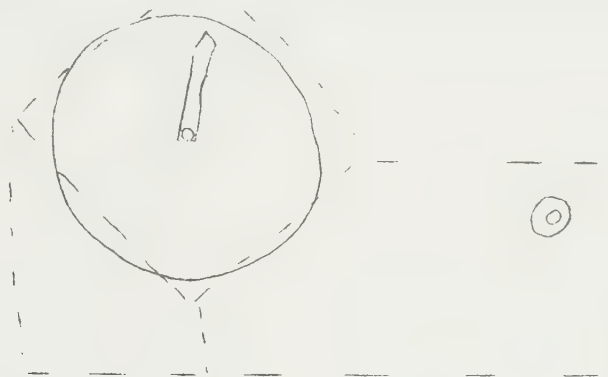
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	I	
	I	I
	I	I



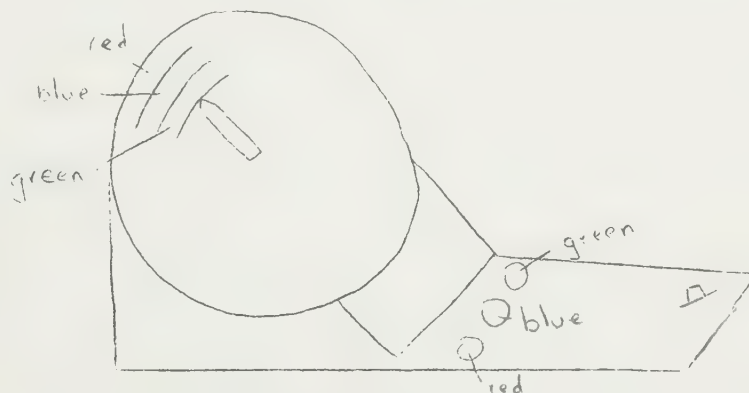
← JOIN

People may be interested to know that it is now possible to get the on-off motor switches for mechanical boards direct from Hanksraft, rather than having to go through U.S. and Customs at the post office.

We had a motor unit made which moved through a complete circle and could be placed on a child's tray. It was made of plywood and was quite heavy and rigid thus not moving around too much. We put symbols onto circular bristolboard arranged in a natural sentence channel - and also School number work & reading, etc. This unit worked beautifully for training in "stop & start" skills but as the child using it learned more symbols it was limiting, so we arranged three layers in colours and three colour indicators on the base.



This was more time consuming when Sharilyn wanted to communicate but she is a severely handicapped athetoid with strong asymmetrical t.n.r's. and there was no alternative we found also that once ~~XXXXXX~~ having started on a sentence, that some symbols fell naturally into the context of that sentence, and didn't need the colour indicator. Having got this far we then found that communication was a Solitary achievement with this large a piece of equipment so right now we are having built, a motor unit of aluminum to reduce the weight, with a spring clasp base. The end of Sharilyns tray will be extended to 3 1/2 inches and the motor unit will clip over it.



We hope with this, to have her work books, etc., placed in front of her on the tray & her means of communication also readily available. Will let you know how it works out. As you can see we are a very "trial & error" outfit but our main concern has been to come up with a unit within the reach of the family budget so that there will be the ~~XXXXX~~ same means for communication both at home and at school.





etc; pictures for

We have had an interesting experience due to the bilingual nature of Ottawa. We are an English speaking classroom environment but have some children enrolled from French speaking homes. Last November one of our classes received a new little French speaking girl. The teacher & Sylvie tried their best to communicate but it was a very frustrating experience until one day, no doubt realizing the situation, Jean, who comes from a French speaking home came crawling across the floor with his 200 board to act as interpreter and has done a marvellous job ever since. The experience for Jean was imagine finally he was better at something than anyone else & his motivation for learning and enjoyment of symbols was noticeably improved.

I have just received from Montreal the agreed French vocabulary for symbols and intend to use them as soon as possible. I am most grateful to Mrs. Boer for sending them.

Two of the children learning symbols are doing so, not so much because of their own communication limits, but to be able to broaden their circle of friends at summer camp etc. These children are certainly learning symbols, but at a much slower rate than those who have no other ~~XXXXXX~~ means of communication. However; they are extremely valuable to me in helping with drills and providing symbol speaking situations for the others and I would recommend encouraging such children to anyone working in groups.

Anne warrick (Teacher)
Ottawa Crippled Children's Treatment
Centre.

REVISED SYMBOL STAMPS

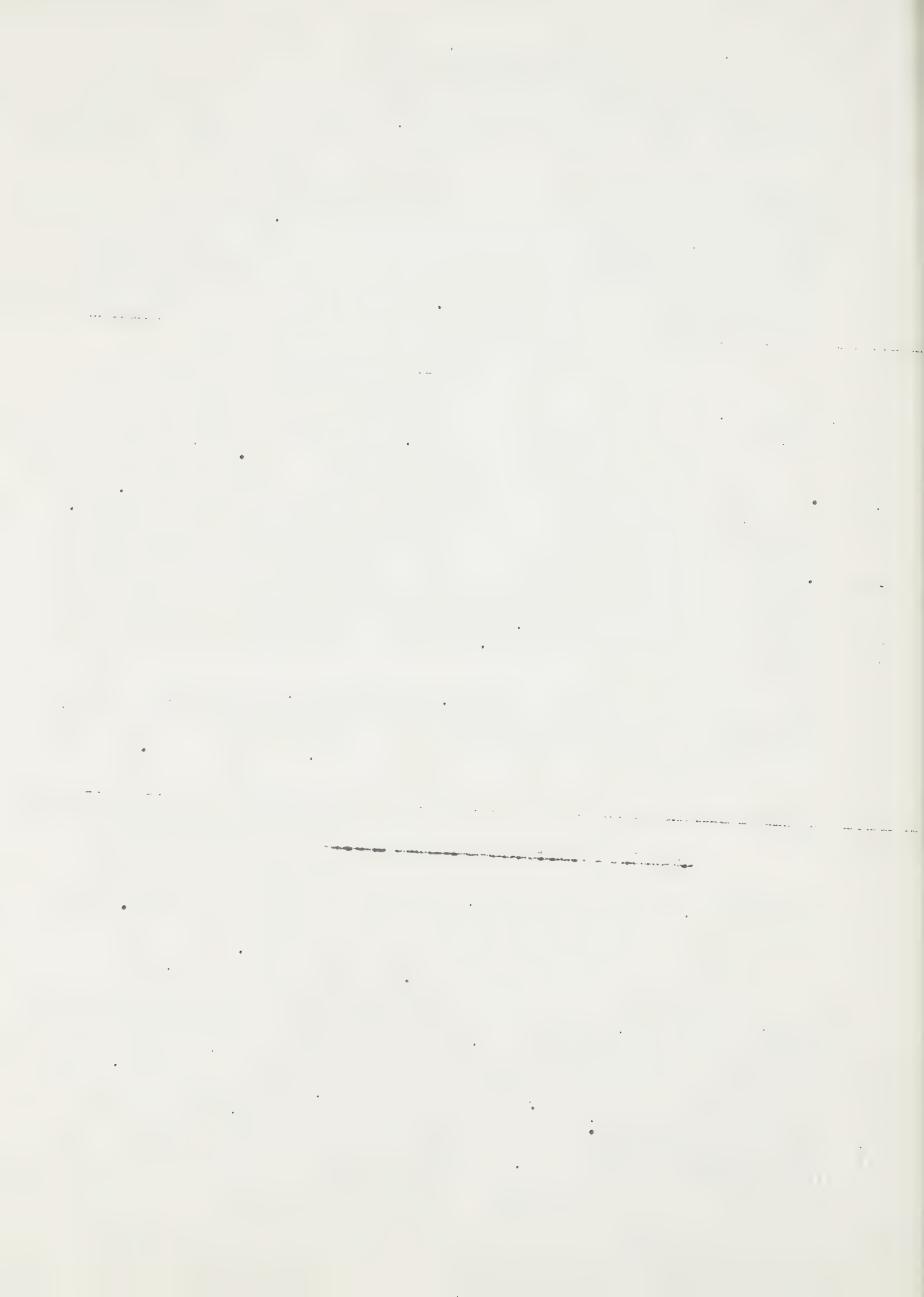
Last fall, the Ontario Crippled Children's Centre reviewed all the symbols appearing on the vocabulary displays which we printed and have been using and selling. Several changes in the symbols were made to keep them more consistent with Mr. Bliss' system. These were printed in stamp form and are available free of charge to anyone who purchased our displays before November 1974. Since that time all displays have been sold with the stamp revisions. Many people received the stamp at the fall Workshops held at the centre.

If you do not have these stamps they may be obtained at no cost by writing to me at the centre. Let me know the number of displays you have of each vocabulary level.

Mrs. Ann Kennedy, Information Officer
Ontario Crippled Children's Centre,
Symbol Communication Research Project
350 Runsey Road, Toronto, Ont.

Symbol News From Salt Lake City

Teaching with symbols in the Salt Lake area has been a rather lonely business. To my knowledge, ours is the only center in this part of the United States in which symbols are actually in use. Consequently since we started using symbols, the students and I have wondered if we were a strange new exhibit in the zoo. As we are housed in a rather experimental school, tours are frequent, and anyone who comes to the school on any pretext must be ushered in to view "THE SYMBOLS." For a time the traffic was so heavy that frustration became a little high. One day a rather large group was clustered around Cathy, our more advanced student, and I asked her how she felt when people came to watch her use the symbols. She promptly pointed to "angry". Needless to say, both the visitors and I were most embarrassed! Later as Cathy and I talked, she indicated to me that having people watch her made her so nervous that she could not point very quickly.



Symbol News From Salt Lake City Con't.

She was right too- I had noticed that her spasticity was markedly increased when she was under observation. Hopefully this problem should be solved in two more months when we move into a beautiful new school equipped with both one way glass observation rooms and video viewing rooms. In fact we will have a system which will permit entire classes at a university ten miles away to tune into our classes without leaving the campus. Then we will be much better able to accomplish our dual purpose of teaching the children effectively as well as instructing others in symbol use.

We have considered one of our roles to be that of acquainting more people with the possibilities of using symbols. Since we began symbol instruction, several other centers namely Jordan Valley School and American Fork Training School in Utah, and Pacific State Hospital and Casa Colina Hospital in California have considered implementing instruction in symbol use. Many others specifically classes from Brigham Young University and the University of Utah have come to view the symbols. If interest continues to mount, we may try to establish a more formal means of acquainting people with symbol use as travelling to Toronto is prohibitively expensive for most people.

Within our own center we seem to have approximately the same proportion of symbol use as other centers I have had contact with. We have fifteen physically or multiply handicapped children in two classrooms with two of these fifteen currently receiving symbol instruction. We have one other student who may soon be ready for symbol instruction. Although we have six other non verbal children, at present their developmental level is far too low to consider symbol use for some time if at all. The remainder of our students have sufficient speech to function adequately without symbols.

Cathy, our oldest student, is a fifteen year old girl with extremely spastic cerebral palsy. Her hands are not at all functional, and as we have no access to electronic equipment, she uses a head pointer to indicate the correct symbols. It has taken a great deal of effort for her to develop the control necessary to utilize the regular symbol displays, but we crossed a milestone in November when she began using the 200 symbol display. She is currently using the display proficiently at a telegraphic level but still requires much help with correct syntax and X verb usage. I usually interpret what she indicates into a correct English form and then help her point out her idea again using the correct form. She masters symbols quickly and is beginning to expand her vocabulary using opposites, initial consonants and a very few symbol combinations. Sometime we have difficulty making up some of the symbols which come up in the conversation of a fifteen year old girl. Perfume, bubble bath, make up, eye shadow, and jewelry have been particularly troublesome. We would like to begin using the 400 vocabulary shortly, but at present Cathy does not have the control or range necessary to reach all the symbols on the larger display.

Cathy has benefitted from using symbols in many ways. She is showing an interest in conversing with other students and particularly enjoys helping our other symbol student find symbols on her board. Cathy is older than our other students and as she was the first one to begin using symbols, this has helped her feel more socially mature than the "babies".

Symbol News From Salt Lake City Con't.

It has also given her a time of the day when she could talk exclusively about things of interest to her. However, the greatest benefit we have seen for Cathy has been a rapid increase in long term memory skills. Before Cathy began using symbols, she had trouble retaining any academic concepts for an appreciable length of time. she was not even consistent in recalling the names of the letters of the letters of the alphabet after several years of instruction. Since beginning symbol use she has made remarkable progress in reading, and is now functioning adequately in a late first grade reader. She has also learned to type with her head pointer, and is using her symbol display to respond to her mathematics questions.

Our other symbol student is a nine year old girl named Kristy. Her Cerebral Palsy is of a rigid type, and she has a limited range of motion in her hands. We began symbol instruction in September, and she quickly mastered the thirty symbol display. We have just changed to the 100 vocabulary, and she is having some difficulty developing the control necessary to touch a single symbol in the smaller size. We have found that painting a "happy face" on the finger which is to touch the symbol has helped her in this regard. At present her primary level of communication consists of responding to a question by pointing to a single symbol. She rarely initiates conversation on her own, but will sometimes want to know how to indicate something special to her Mother when she gets home. She will then practise that sequence until she gets it correct and can remember it.

Both of the students enjoy using symbols immensely, and we feel that we have seen progress in many areas including retention, independent thinking, attempts to initiate communication and release of frustration. Kristy particularly used to just sit and cry at times and we were at a loss to discover what was the matter. Since we have begun questioning her so that she can respond on the symbol display, herXX crying has been greatly reduced. When Cathy learned the symbol for "angry", she used it constantly for weeks, she was the most angry at being left alone at home to watch television at night while other people were doing things that she thought must be more exciting.

As with many other symbol users, we have encountered a number of problems. First, although we feel that symbols must become the child's language at all times, we have had difficulty in getting the teachers who instruct the children in other subject areas to remember to allow the symbol child to respond on his board. This problem is most evident in classes in which there are verbal as well as non verbal children. Cathy faces an additional problem in that a tray is too close to her body to allow her to point with her head pointer, so her symbols are on a separate table. Of course the table is often forgotten. We are presently trying to design a slanted tray which will solve that difficulty. Carryover at home is also difficult and communication attempts are frustrating for the child who has something to say and who knows he can say it if only some one will stop and watch. Old habits of thinking for the child die hard for both teachers and families!

Another major problem deals with communication for the retarded non verbal child. Which is better for the ambulatory nonverbal child with adequate hand control - symbols or signing?

Symbol News from Salt Lake City Con't.

Can symbols be successfully adapted for use with severely retarded children? These are questions to which we have not yet found an answer. If anyone had had some success in either of these areas, we would love to hear from you.

In our center we have just begun to scratch the surface of symbol use. We are babes in the woods with a long way yet to go. As we continue that trek, we would like to express our thanks to the Symbol Communication Research Project personnel in Toronto for their kind help, especially Shirley McNaughton who has faithfully answered so many questions for me no matter how ~~XXXX~~ stupid or naive they may have seemed to her, and to the Symbol Co-ordination Committee for this newsletter, especially the pen pal lists. Both sources have been invaluable aides to us. Cathy and Kristy would also like to send a message.

$\heartsuit \uparrow$ $\rightarrow$ Σ $\uparrow \downarrow \cap$ $+$ $\lambda_{m, 13.135}$
 $\circ \rightarrow \leftarrow$ $\times$ $\downarrow$ Σ $\setminus$ $\uparrow \heartsuit +!$

Carla Andersen.

Newcomer-

$\hat{\omega}$ $\perp$ $\check{\imath}$ $\hat{\rightarrow}$ $\rightarrow$ $\hat{\Sigma}$ $\hat{\omega}$

In the early part of September 1974 final approval was obtained from the Ministry of Education to grant funding to a two year formative evaluation study being conducted by the Symbol Communication Research Programme. Having begun at the Centre in a volunteer capacity in October 1973, and having nearly had my second child arrive in one of the Communication Classes, one could sense, on my part, a kind of personal interest in the symbol programme. During this period, my nonvolunteer days were spent with theoretically-oriented degree courses, where the primary intent was to provide rationales and models for looking at all the lovely kinds of learning that seem to just happen in the classroom each day. As the proposed research study started to become more and more of a reality, it became increasingly clear to me, that the real understanding of the dynamics of a learning experience is acquired by working with the people who have committed a part of themselves to the learning that is taking place. In this special instance, I am referring to the children and adults who have used, are using, and hope to some day use Blissymbolics, the symbol instructors, the varied professionals contributing from their respective fields, the concerned and caring parents, the volunteers, and all the people who have ever demonstrated an interest in this method of communicating. The opportunity to begin my own learning presented itself in the form of a research position with this study. Now my job is much like that of the child new to symbols. We are both beginning our understanding of a system; we are both engaged in an interchange of ideas; in learning, and, in educating those around us. Together we are the builders of models, conceptual frameworks and formal theories.

Because I am a "newcomer" to the symbol system, there are so many questions I wish to ask you and so many things to learn. Since my own training has been predominantly in the area of Mental Retardation it is to those individuals presently utilizing the symbols with the Mentally Retarded, that I address my present queries. What kinds of programmes are you operating for your retarded individuals? How effective are you finding symbols for communication purposes? Have you viewed the symbol system as assuming different dimensions and if so, how broad an application do you believe you can achieve? Can you tell me about your particular symbol-users? Could you share with me your opinions on the value of certain teaching procedures when the individual you are working with is operating at the Educable level, and certain other more appropriate techniques where the retarded person's intellectual ability falls closer to the Trainable range. I am seeking a greater understanding of these exceptional individuals and their symbols usage, and would like very much to correspond with anyone who would like to share with me their experiences, their thoughts on this relatively new area of learning. Should anyone wish to exchange ideas with me, my home address is as follows:

89 Simonston Blvd.
Thornhill, Ont.
L3T 4L7

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Barbara Aronchick
Research Assistant for the
O.C.C.C. Symbol Communication
Research Programme.

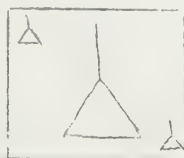
Programming Ideas

Here are some ideas that I would try if I had a class with any symbol-using children. If you have already done these or have your own ideas you would like to share, please write and we will exchange suggestions.

1.) Symbol-Designed Materials-

- (a.) Make up a deck of ~~XX~~ cards that resemble a regular deck on one side (or take a regular deck and glue a sheet of paper e.g. oaktag on the number or picture side of the deck) and draw a single symbol on the reverse side in the same fashion as a Queen, King or Jack might be drawn.

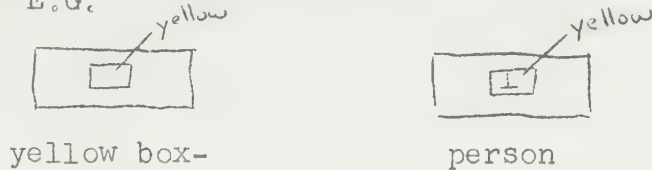
EXAMPLE:



- Could be used to play Old Maid, do matching games, combine several for sentence construction, etc.

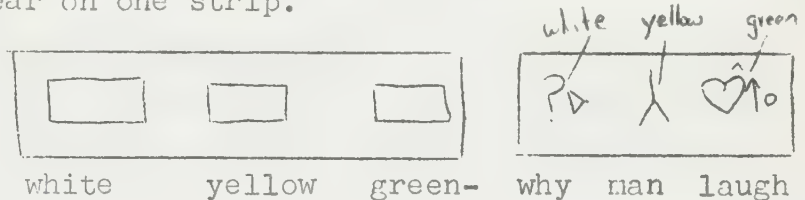
- (b.) A pocket display or any kind of wall-mount unit could be made to hold 5x7 cards initially and later modified to hold long thin strip cards. Each work card contains a coloured box which corresponds with the colour coding on the symbol displays.

-at the very early stages the teacher could select a card containing one of the coloured boxes and direct the child to find a word/symbol which corresponds with the coloured box selected. E.G.



- as child's symbol knowledge increases, several coloured boxes could appear on one strip.

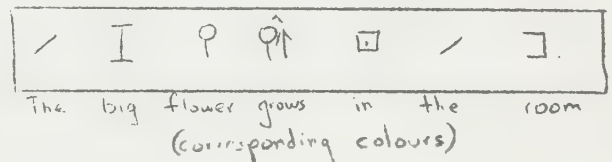
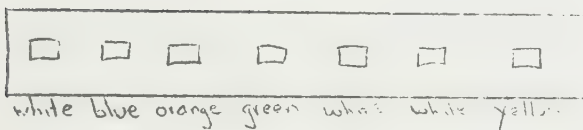
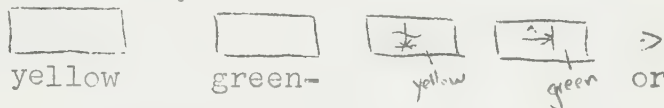
Example:



- when working with punctuation, the strips of coloured boxes could include a ?, !, etc. to serve as a cue to symbol selection and syntactic direction.

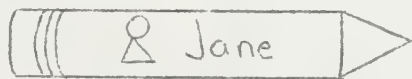
- with more advanced symbol users the length of coloured-box strips could vary.

Example:



- (c.) What about making up personalized symbol pencils or crayons for the child who acquired a certain number of symbols.

Example:



- (d.) For fine motor activity, how about symbol puzzles-

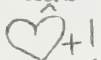
Example: where the whole symbol assembled from its parts



(Variation : where several symbols are assembled or even a symbol sentence or brief story)

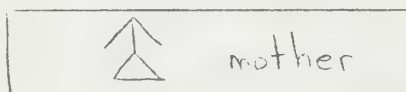
Programming Ideas Con't.

- (e.) Symbol Colouring books.
- (f.) Symbol stencils for cutting, gluing, and pasting
- (g.) Variation on symbol puzzle idea- make puzzle pieces with lift out handles preferably of durable plastic (Fisher-Price design). Usages are numerous: for syntax, specific speech part instruction, vocabulary building, perceptual training.
- (h) Symbol connect-the dot worksheets option: could number each dot for number instruction too.)
- (i) worksheet with symbol/word sentences with one symbol omitted and a colour in its place.
Example:

Grandfather _____ to read good books.
 - child has to go to the green columns to supply missing symbol:
 e.g.  likes  (variation: )

- (j.) Using strips of clear vinyl ~~appropriate~~ vinyl could be colours corresponding with the colour code) preferably thin such as the kind used to cover a display when plexiglas is not available.
 - draw one symbol to a strip (anywhere between 4 and 10 inches in length, or to any appropriate length), and draw ends of strip together and fasten (staple, glue, etc.)
Example:

2" strip -



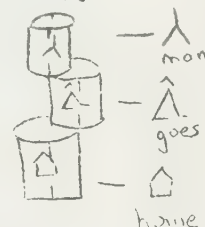
- cut several notches in the top and bottom of each circular strip. Example:



- use circular symbol cylinders to build, fit together, other forms of motor manipulation, to create visual symbol sentences, etc.

(Variation:
 ----- a total symbol sentence on each strip.)

***^{*} Note clear vinyl will show symbols from all sides.



Barbara Aronchick
 Research Assistant
 O.C.C.C. Symbol Communication
 Research Programme.

Report from O.C.C.C. Linguist

The third and final year of the grant from the Ontario Society for Crippled Children supporting my position as linguist at the O.C.C.C., Toronto, expires in March '76. The period up to December this year will be spent in continued collection of data, and during the following three months I will be analysing the data and preparing a final report.

I am now engaged in a study of children using Bliss symbols, to examine how their language development compares with that of normal children. I am working in detail with the children in the symbol programme at the O.C.C.C., but I hope to gather additional information by corresponding with other "symbolisers" around N. America.

An able volunteer, Anne Britton, is helping me to record a half hour session with each child each week. A further twenty minute session with each child is to be recorded every other week.

The purpose of this recording is to capture as closely as possible the child's actual output in a conversational setting, particularly the symbols, but also other communicative behaviour such as pointing, gestures, and vocalisation. It is necessary to include in the transcript the interviewer's share of the conversation, as this provides essential information as to the appropriateness of each utterance, and to its meaning. After each session with the child, it must be written up again in full, filling in the inevitable gaps (in the recorder's speech) that have occurred in the on-the-spot situation. This method certainly has its drawbacks, but nevertheless allows a faithful account of the symbol output to be made.

Two examples from such sessions follow - one with K., 9½ years old at the time and a veteran symboliser of 3 years experience; and T., who has been using the symbols since mid '73, and who, as he proudly announces, is going to be a teenager next month ("Teenager", like "promise" and "buy" in the record below, is one of the new symbols added to his board last week and which he is already using enthusiastically). Both K. and T. can point fluently (though T's hand is not as steady as K's), working on the 400 symbol display and the new stamps.

In my transcriptions I use these notations:

(g.)	indicates a gesture
(pts.)	pointing
/...../	vocalisation, phonetic transcription
/"....."/	vocalisation, transcription in words
✓ and ✕	affirmative and negation, by gesture or vocalisation.

Letters of the alphabet are recorded in capitals, with a following period, to avoid possible confusion with symbols.

1. K., in her first conversation with Anne Britton, who had worked during the summer at a camp where K. had spent two weeks - at the back of the classroom. October '74. K. - child, I. - interviewer

K. $\perp_1$ 1 $\hat{\square}$ $\perp_2$

I. You don't know me ?

K. $\perp_1$ $\hat{\square}$ $\perp_2$ $\triangleright$ $\odot$ 2. $\uparrow$ C.
(blue)

I. You know me from Blue Mountain Camp ? ✓
Do you remember that I taught campcraft ? ✓

K. ? $\perp_2$ $\hat{\square}$ $\perp_1$ /"baby"/ $\square \triangle$ A.T. $\uparrow$ C.

I. No, I don't. What was its name ?

K. /bebi bi/

I. Baby Bee ? ✓ Tell me more about it.

K. $\odot$ 2.

I. It's blue ? ✓ A blue doll ? ✓

K. $\cup$ + B.

I. It's full of bees ? ✓

K. $\square \triangle$ I. The doll's full of bees ? ✓

K. Δ_3 /"why her"/ $\square$

I. That's why her name is "Baby Bee" ? ✓
But they are not real bees are they ? ✗
You'll have to show her to me sometime.

K. Δ_3 1.

I. Who is ?

K. $\square \triangle$

I. Your doll's one year old. When did you get it ?

K. $\perp_1$ $\square$ $\hat{\square}$

I. Why were you in the hospital ?

K. 2. $\triangle$ $\angle$ 1. $\odot$
(white)

I. Your legs needed casts ? ✓

(K's doll is actually called "Baby Beans", literally "full of beans" as she is a bean bag doll !)

Report from O.C.C.C. Linguist, cont'd

2. T. with Oliver Mott in the classroom, behind a screen.
February '75.

T. (T. pts. back over shoulder) 

I. Are you flying to the moon ?

T. 

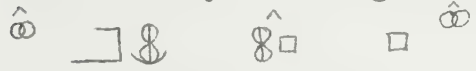
I. Rockets ?  Tell me more.

T.  (pts. over shoulder again)

I. You've got a book on rockets in your bag ? 

(T. insists on getting the book out of the bag which hangs from the handles of his wheelchair. The book is in French "La Conquête de l'Espace" - has picture stamps illustrating man's exploration of space, to be pasted in, and associated text. Most of the stamps have already been stuck in).

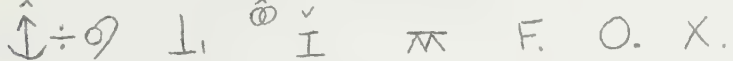
I. Well it's in French ! Do you read French ? -!!
Where did you ever get the book ?

T. 

I. Who bought it ?

T. (pts. at himself) /"me"/

(Later, after discussing some of the pictures, etc.)

T.  (pts. at book)

I. Did you close off the "cubs" ? (i.e. close off the combined symbol)

T. 

I. That's right. You promised your Cubs ... ?

T. (pts. loose pictures) 

I. The pictures ... what about them ?

T.   ... (searches ...) -!!

I. Did you promise to stick them all in ? +!!
How could you say that in symbols - "I promised to stick all the pictures in the book" ?

(But T. cannot find  "to stick". I show him where it is)

I. Good - now can you say "I promised to stick all the pictures in the book" ?

T. 

Report from O.C.C.C. Linguist, cont'd

(T. is in a cub troop. He once had a pet fox at home, which perhaps explains his use of "baby fox" rather than "baby wolf" to indicate "cubs". Another method of T's to express "cubs" is the gesture of the cub salute, raising two fingers beside his ear.)

Just a few comments on these two examples.

The normal development of language can be seen as progressive approximation to the adult model (with apparent remissions while, for instance, the child is sorting out regular and irregular verbal inflexions).

If the symbol user follows the same course, using symbols in the place of words, then K. is evidently further advanced than T. Her sentence form is quite full, using a range of grammatical indices - "question", "it", "from", "of", "at" - quite securely. Her syntax is consistent with English usage.

By contrast T. (although very "bright") has not established consistent syntactic patterns. He inverts subject and verb "promise I cubs (unless this should read "(I) promise my cubs") and he inverts verb and object in "I promise all pictures stick in book", even when this is a direct repetition of the English model.

T. omits major constituents more frequently than K., and he still resorts to pointing rather than more explicit symbol expression, such as "I have ..." or "Please give me book in bag". (However the communicative value of pointing and gesture should not be downplayed).

It is significant that K. is spelling such idiomatic grammatical words as "at", while T's use of the alphabet is restricted to names and lexical words, as in "fox".

In the examples given, there is no instance of tense. Both K. and T. do in fact indicate tense quite frequently, but it is interesting that they do not see this as an essential part of the sentence; while in normal English tense and aspect are obligatory, and are a regular feature of children's speech at least as early as 4.

As can be seen, T. is a great "combiner", an aspect of the symbols that he really enjoys - even when it overflows to putting  around the single symbol .

A final point of interest: K. seems to follow the normal English model. However there is a converse influence from symbols to typewritten output: alone at the typewriter she wrote (to herself apparently):

My shoes pain me

I not know why them pain me

using words that appear on her board, and typical "symbol syntax".

OLIVER MOTT

Editor's Note: The following book review was originally produced in the February 3rd, 1975, issue of "Newsweek." Barbara Aronchick brought it to our attention suggesting that it may prove of interest to our readers.

... ..

APES, MEN, AND LANGUAGE. By Eugene Linden. 304 Pages. Saturday Review/Dutton. \$8.95.

"A certain ape after^a shipwreck swimming to land, was seen by a countryman, and thinking him to be a man in the water, gave him his hand to save him, yet asked him what countryman he was, who answered an Athenian. Well, said the man, dost thou know Piraeus? Very well said the ape, and his wife, friends and children. Whereat the man being moved, did what he could to drown him."

That's my favorite ape story. In 1607 it passed as a scientific report and was collected by Edward Topsell in his "History of Four-Footed Beasts." Some men have always assumed that animals possessed a language, even limited powers of reason. Lucretius anticipated Konrad Lorenz in his analysis of birds' cries. Dante tells us ants confer with their mouths. In a medieval bestiary a dog "puzzles silently with himself...as if enunciating a syllogism." Montaigne insists that animals speak to us, and explains the reasoning process of a fox. Baboons (to cite Topsell again) "cannot speak, and yet they understand the Indian language." Eugene Linden seems to have missed all this, for he is anxious to persuade us that from Plato's day to ours men have believed that animals are incapable of language. Certainly many have said so, but in every age there have been some who would have been receptive to the news that this book offers.

CHIMP: The news is that within the past few years a number of chimpanzees have been taught a human language and use it to communicate not only with humans but among themselves. Because chimps lack our vocal equipment, they have been taught American Sign Language, which is used by deaf people. Chimps in Nevada and Oklahoma have developed language skills comparable to those of human children of equivalent age. They have learned to ask questions, to swear, to improvise legitimate words, to arrange brief, grammatical sentences and to express their emotional states. A chimp seeing a swan for the first time in vented the phrase "water-bird". Another, when a human left her, made the sign "Me cry." Chimps, it seems, are anxious to talk and their spontaneous output of language suggests that their training has proved less of an ordeal than a release of their innate abilities.

All of this, as Hercule Poirot would say, gives us furiously to think. What is man, if language does not differentiate him from the beasts? Is our status in the world lessened if we are not alone in our ability to create symbols, to distance our selves from events? Jung suggested that we must find another creature in the universe to talk to if we are to learn what it is to be human, and Linden agrees: the chimp may be our last, best chance. The experiments have hardly begun. We don't know how great a capacity for language chimpanzees have. We don't know if chimps trained in sign speech will pass the language on to their young. One scientist is talking about imposing "a primitive economic system" on these animals, an ominous prospect. If fallen man wants to drag the apes after him, economics surely provides the strongest leash.

What Linden says about chimps and language is fascinating. He manages adroitly a short course in linguistics-a most complicated subject. Our language capability, he proposes, developed with our toolmaking capability and with our individuation as well. We may have communicated by sign language before we learned to speak. Linden also offers a short course in scientific thought, which is not so good, being repetitious and oversimplified. Linden suffers from an acute case of the "Western Mans"-Western Man does this, believes that Western Man doesn't exist, except in fevered Third World imaginations, but Linden wants us to believe that Western Man has long thought of men and animals as separate creations, and that Western Man justifies his rape of our planet by the dominion God gave him in the Bible.

He seems to think this kind of argument makes his evidence of our kinship to apes all the more sensational. His case is exciting enough without it.

-Peter S. Prescott

A Criticism

Editor's Note: I feel it is most important that we who are so "gung ho" on symbols should stop short at times and think about what we are doing and why. To date all contributions to this newsletter have been from people favourable to symbol communication. Below you will find a criticism which is unfavourable to an extreme. I first read this with a clenched jaw, pounding heart and blood boiling. However, upon re-reading I found it helped me, by mentally answering each paragraph point by point, to think through and clarify my own commitment to symbol communication and so justify what I am doing in the classroom.

May it serve others as well. The author is a professional in the linguistics field working with the Deaf.

... ..

Thank you for Bliss Symbolics, which I'm very glad to have seen, even in this form. I didn't think I would want to pursue it, and I still don't - any further.

This system shares with Paget Gorman a search for an international language, and neither was designed initially for handicapped children, or people; that aspect is a spin-off. Someone has seen here an opportunity to serve a virtuous cause, and seems to have obtained considerable funding support. Since communication is indeed all-important, good luck to them, but there are more acceptable media.

The point surely is that a child will manage to communicate in any medium he finds available, provided he can find a "listener". In order to do this he needs to find a medium of symbolic capacity, because how otherwise can he either communicate or think about things not there. These Bliss people seem to think they have invented symbols, and seem not to notice that the symbols they have invented are, if anything, more difficult and abstract than the printed word. They assume that syntax must be sacrificed in the learning of this alien and inadequate "language", which would seem to bear no relation at all to reading-writing (or some technological substitute for the latter).

A Criticis. Cont.

Doman taught babies to read, but was not very interested in what they read. John Lea at MoorHouse, and Phillip Conn at John Horniman have for some time been using reading in promotion of language development, where this lags. The question of how language should be taught, or facilitated, is not answered by any of these three because Doman did not apparently consider it, and J. L. and P.C. start too late. The teachers of Deaf are as wise as others, and perhaps wiser, since the best of them start earlier on reading.

The children considered in this Bliss issue are evidently able to understand spoken language. Surely they should be offered a system of active communication that is as directly derived from their linguistic experience as can be contrived, and surely this should be as immediately related to reading-writing-typing as possible. Need they learn a totally dissociated symbolic medium? I think not. Not only are some Bliss symbols more complicated visually than the printed word, but they show bias, e.g. womans lib. I'm not pro womens lib., but why for heavens sake is only the female earthy? - though I could see perhaps why her legs had better be tied together.

The message is certainly better than the medium, but its not new- and neither is really good enough.

I'ts (Bliss) a tiresome book, and you certainly need not spend time reading my review, but its basically useful and sensible, if unoriginal. By now I've learned Cued Speech, and think it only applicable to the Deaf, and not even all of them. I'm starting Paget Gorman next week. So far I think both are valuable and are infinitely worth applying appropriately. Because you sent me that book I have been thinking seriously for the first time about the predicament of the kids who can use neither, and by now am convinced that there is a role for "communication boards" too, on the way to Possums. In the course of this thing I have came across children, athetoid deaf age 7 plus, who can use Paget Gorman more effectively than they can locomote.

We have just launched a Centre onto the use of a communication board with and age $3\frac{1}{2}$ athetoid of proved comprehension and intelligence. The entry point for that child will be pictures, plus words, and if it works out he will (a) learn to read very fast, (b) speak more effectively because he does not need to rely totally on this for communication, and (c) increase the size of the world about which he can communicate, and in so doing relax his parents, and (d) face his future school already knowing what they expect to have to teach him during his first 1-2 years.

We don't need any more systems, though we certainly do need technological advance in cross modalities. What we need most to do is recognise the crippling implications of communication handicap, and get down to using tools already described. There are children who are and probably must remain, permanently unable to read, but these are not seriously under discussion in the issue discussed re Bliss. Surely any child recognised to have difficulty in communication in a conventional form must be offered access to think-through-reading, and communication through "writing" as part of any unnatural communication medium, until proved inaccessible.

ANY COMMENTS !!!!!

MAGIC WORD

One afternoon a few weeks ago, I sat very busy at my sewing machine, meanwhile my son, Victor aged $4\frac{1}{2}$, who had been busy at play in his playroom, joined me. As he stood at the side of the machine, he stared intently at all the dials and seemed so interested, so as I continued with my sewing, this was our conversation:

Mother: "Hi"

Son: A beaming smile and a few of his beautiful sounds

Mother: Do you think you might want to learn how to sew?
When you're older, I could teach you.

To this, he opened his "talking board" and answered 
no

Mother: "Oh, you don't want to learn how to sew - just think, you could sew your own pants.

By now he was anxious to be off and back to play, and since he is quite fond of pretending to be someone other than Victor, I asked as he was leaving, "Who are you?" At that, he turned, opened his "talking board" and went to where the alphabet is printed across his board and pointed to each letter individually spelling out "DAD". He left me there, just sitting, thrilled at what had just taken place.

A short time passed and once again he returned to check up on Mother, by this time the room was becoming somewhat dark so I said, "Put the light on for Mom", and as he passed the switch he flicked it on. He stood and watched for a moment and, before I realized it, I heard the quick thud of little feet on the carpet, then I was in darkness.

Mother: "Hey, you put the light out. Why?"

Son: Answering on his board

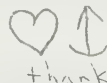


I had forgotten to say "please", and so often he had been reminded to use that 'magic word.' It was too great an opportunity for him to pass up.

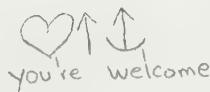
Mother: Pointing to the board -



Over he went again to the switch and the light was turned on. Taking no chances, I promptly answered on his board:

Mother: 

Son: (very casually)



and he was on his way.

One more marvellous memory for me; to a little boy, just another experience in his daily use of communication with symbols.

Lois Valentic
Parent, Hamilton

Miss Joan Archibald, (Reg. N.)
Ontario Society for Crippled Children
920 King St. W.
Kitchener, Ont. N2G 1G4.

Mr. W. Bembridge
Principal
Ellen Douglas School
700 Elgin Avenue
Winnipeg, Manitoba, R3E 1B2.

Mrs. Jean Brown (Speech)
805 Williams
Richmond, Washington, 99352.

Ms. Deborah L. Brown (Speech)
5500 Lincoln Avenue, #507
Morton Grove, Illinois, 60053.

Taillon Clement
1350 Est. Boul. Cremazie
Montreal, P.Q. H2E 1A1.

J. deLaat
Fairnead School
130 Carlson Drive
Newmarket, Ont.

Mr. D. Edgar
218 Regent Street
London, Ont. N6A 2G8.

Mrs. J. Forrest
158 Anwative Road
Ottawa, Ont. K2H 6J6.

Ms. Barbara Fritze (Speech)
3617 Central
Glenview, Illinois, 60025.

Mr. & Mrs. G. Lynes (Parents)
520 Marlatt
Montreal, P.Q.
H4M 2H1.

Mr. & Mrs. Doug Marshall (Parents)
640 Trinity Church Road
R.R. #1 Binbrook, Ont.
L0R 1C0.

Dr. Steven Meyers, Ph.D.
Staff Development Specialist
Department of Education & Training
West Seneca Developmental Center
West Seneca, N.Y. 14224.

Occupational Therapy Dept.
School # 84
C/O E. J. Meyer Memorial Hospital
462 Grider Street
Buffalo, N.Y. 14215.

Ms. Dorothy M Peters
Detroit Orthopaedic Clinic
5447 Woodward Avenue
Detroit, Michigan, 48002.

Ms. Laurehe M. Potter
1559 Kingsley
Mt. Clemens
Michigan, U.S.A. 48043.

Mrs. Linda Rouhan
Wing Lake Developmental Center
6490 Wing Lake Road
Birmingham, Michigan, 48010.

Saint-Justine Hospital
Service de la Compatible
3175 Chemin Sainte-Catherine
Montreal, P.Q. H3T 1C5.

Mrs. Diane Shammers
23124 Beverly
St. Clair Shores
Michigan, U.S.A. 48082.

Mrs. Dale Sutherland
4000 Yonge St. Apt. 501
Toronto, Ont. M4N 2N9.

Ms. Ginette Theoret
390 Cote Vertu, #621
Saint Laurent, P.Q.

Mrs. Alva Trossman (P.T.)
1133 Scenic Drive
Hamilton, Ont. L9C 1H8.

Miss Ruth Ulbrick
C/O Stuart Scott Public School
247 Lorne Avenue
Newmarket, Ontario.

Ms. Jacinta Wanless
C/O Developmental Centre for
Children
R.R. #6, Chatham, Ont.

Ms. Joan N. Watts
28004 Roy Street
St. Clair Shores
Michigan, U.S.A. 48081.

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